

**PUBLICATION ARTICLE**

**IMPROVING SPEAKING ABILITY USING ROLE PLAY FOR THE  
STUDENTS OF FIFTH GRADE OF SD NEGERI 02 BRANGKAL  
GEMOLONG SRAGEN IN 2010/2011 ACADEMIC YEAR**



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## **APPROVAL**

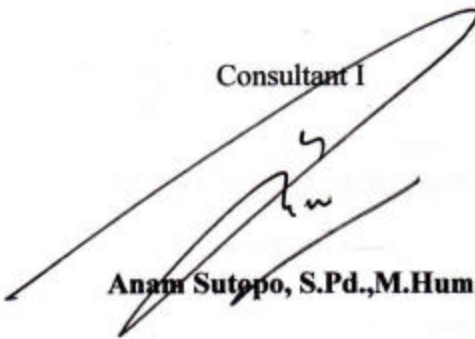

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# **IMPROVING SPEAKING ABILITY USING ROLE PLAY FOR THE STUDENTS OF FIFTH GRADE OF SD NEGERI 02 BRANGKAL GEMOLONG SRAGEN IN 2010/2011 ACADEMIC YEAR**

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## **SUMMARY**

The objective of this action research was to improve students speaking ability using role play at the fifth grade of SD Brangkal 02 Gemolong Sragen by the process of planning and reflecting collaborative efforts.

The data were collected through observing the teaching learning taking place, interview, and speaking test. The researcher applied role play. There are three states in role play. The first is pre-speaking, while-speaking and post-speaking. In this research, the researcher modified those stages by putting language expression. The researcher grouped the students into small groups.

The result of cycle 1 shows that the students were able to pronounce the words well, they started to use expressing preference and gambits, which was introduced by the researcher. Some students tried to ask and answer the simple question, but they still found difficulties in producing language expression and some of them still passive when speaking English in the cycle II, the researcher repeat language expression. The researcher divided the students in group. The research used and apply role play again by inserting practicing role play. The result of cycle II was that the students speaking ability improves. The students were more active, most of them practiced some language expression and they practice to make sentence in English. They looked more confident when speaking English. Their vocabulary improves. The students could pronounce the words well.

## **A. INTRODUCTION**

There is growing awareness of the important role of English as a foreign language in Indonesia. people who do not want to be left behind by the fast development of science and technology begin to think of the importance of mastering English, a language widely used in printed media and oral

communication as means of exchanging variety of information, including science and technology.

One of international language is English. English as an international language has very important role and as the language of science, technology and international communication. English is the most widely used language by people in the world in both oral and written communication in seminars, conversation, diplomatic relation, English courses, business, politic, interview and so on.

English has been widely known as an international language which is taught and learn at formal education centers in almost every country in the world. In Indonesia, English is still taught and learn as a foreign language. English is regarded to be a foreign language when it has not been used in the contexts beyond classrooms (Brown, 200: 6). That is why the teaching of English in Indonesia is treated as TEFL (Teaching of English as a Foreign Language) TEFL in Indonesia is conducted in elementary schools, junior high schools, senior high schools, and universities.

Nowadays, English is not only given to elementary school students but also given to lower levels. Some kindergartens have introduced English language teaching. It can be said that the teaching of English to children or to young learners has been steadily developing in recent years.

The teaching of English for children needs different strategies compared to adult. In fact, the teaching of English to elementary school students faces some serious problems. Children are more enthusiastic and lively learners (Cameron, 2001: 1). This demands the creativity of the English teacher, so that the children will learn through fun activities.

Everyone has a special skill to learn language in fact, the baby was born in this world can speak with their local language (dialect) they are never shy, nervous, afraid to make mistake because they need language to communicate each other, without language they have many trouble and its difficult to imagine.

They are four skills that can be developed in English language. They are speaking, writing, listening, and reading skill and the researcher focuses on speaking because it is very crucial for the student. If the students speak, so they do not correct the wrong sentences. So for the student feel afraid or not self confident because they have many mistakes in their grammar, pronunciations, and diction.

In this study the writer intends to analyze how to develop the English speaking ability among learners. By learning speaking they can acquire a lot of vocabularies both learning in and outside classroom. Stern (1983: 74) states that the speaking classes of the English Education Department have some characteristics. Sometimes it happens that some students are easily engaged themselves in interaction using English as a medium of communication while some other find it difficult to interact and take advantage of the learning opportunities presented in the classroom.

Suharto (1990: 8) states that students' attitude toward practicing English in campus is one of factors determining the development of the students' oral English proficiency. Meanwhile, (Adenan, 1986: 8) report that students-teacher and student-student interaction which are part of the teaching and learning process in the English Education Department have some characteristics. Sometimes it happens that some students are easily engaged themselves in interaction using English as a medium of communication while some others find it difficult to interact and take advantage of the learner is one who is responsible for his learning a certain subject, students are responsible to manager their own learning in classroom interesting.

In light of the research report above, the writer thinks that how far the students of SD Negeri 02 Brangkal Gemolong Sragen participate in speaking learning process in the classroom especially by using Role Play.

From the discussion above, the researcher is interested in carrying out of research dealing with speaking teaching using role play. Based on the information from the teacher of SD Negeri 02 Brangkal Gemolong Sragen some of obstacles about speaking can be found like the students still have

limited vocabulary. In addition, they are also not interested in studying English, they have less motivation to learn and they feel bored with the teacher technique. So, the research and the English teacher of SD Negeri 02 Brangkal Gemolong Sragen try to find the effective solution to improving speaking ability using role play.

There were many factors, which influence the English speaking skill. Considerably, two aspects namely vocabulary and structure are chosen. The two were essential of great importance in developing the English speaking ability. They function as the basis of establishing two important elements shared by all four skills (listening, speaking, reading, and writing).

According to above explanation, the researcher limits the problem in developing speaking ability for the fifth grade of SD Negeri 02 Brangkal Gemolong Sragen. The limitation was based on oral skills for learners for learners who wanted to speak English. Many students had difficulties to learn to speak English because of lack of vocabulary and grammatical structure. So that they will sometimes be silent and they will lose some words. Therefore they will be difficult to speak English. The learners need some strategies to learn English especially in speaking. Some strategies can be used in order to help the students practice their speaking ability. They are: role play, dialogue, and conversation.

Based on the background above the writer decides to carry out the classroom action research entitled **” IMPROVING SPEAKING ABILITY USING ROLE PLAY FOR THE STUDENTS OF FIFTH GRADE OF SD NEGERI 02 BRANGKAL GEMOLONG SRAGEN IN 2010/2011 ACADEMIC YEAR”**

**Limitation of the Study** in the research.: the writer takes only the fifth grade students of the SD Negeri 02 Brangkal Gemolong Sragen. It is used as the subject of the study with the consideration that they were the subjects of the communicative activities.

**Problem of the Study.** In this research, the writer formulates the problems of the study as follows: (1) Can role play develop the students of SD Negeri 02 Brangkal Gemolong Sragen?; (2) How effective is role play

implemented in teaching speaking of SD Negeri 02 Brangkal Gemolong Sragen?; (3) What are the strengths and weaknesses of role play method in increasing the students' vocabulary of the fifth grade of SD Negeri 02 Brangkal Gemolong Sragen ?

**Objectives of the Study.** The main objectives of the study are stated as follows: (1) To get information whether or not the role play can develop speaking ability for SD Negeri 02 Brangkal Gemolong Sragen; (2) Describing the implementation of teaching speaking using role play for SD Negeri Brangkal 02 Gemolong Sragen; and (3) Describing the strengths and weakness of role .

**Literature Review** in this research, the writer uses such previous research to guide this research. The first research was done by Suwarti (UMS: 2006). She does the research entitled increasing the students speaking ability through CLT at SMA N 1 Karanganyar: A Classroom Action Research Communicative Language Teaching (CLT) is method of teaching language to give emphasis on oral skill. problems in teaching speaking there are many all of the students hour low speaking ability, because the English teacher does not implement the appropriable technique in teaching speaking. She concludes that the students can enrich the vocabulary more and they feel relaxed in teaching learning process so by using CLT the students score of post-test is higher the student's score of pre-test and the students response of teaching speaking using CLT method in speaking class is good. The second researcher is Dyah Wulandari (2008) who conducted a research entitled "Improving Students Speaking Skill by Using Jigsaw (A Classroom Action Research at the 8th Year of SMP Negeri 2 Pracimantoro)". Those problem are faced by the students of SMP Negeri 2 Pracimantoro. The teacher sometimes cannot control the class. The main problems are the way to manage the class. During teaching learning process, the teacher should make the students condusive and interested in with the materials. It needs hard work for getting the students attention and speaking ability. It described the Implementation of teaching speaking by using jigsaw to the 8<sup>th</sup> year students of SMP Negeri 2

Pracimantoro in order to Improve Students Speaking Skill. The result shows that result of this research is teaching speaking by using jigsaw method is effective, appropriate and not bored.

The third research was done by Setyowati (2008). She conducted a research entitled "Improving Speaking Competence Through Stimulation for the First Year Students of SMA Negeri 2 Sukoharjo. She describes the Implementation of Stimulation in improving students speaking ability and the students response of the implementation in classroom action research. She conclude that that teaching speaking used stimulation method is effective for the first year students' of SMA Negeri 2 Sukoharjo. They can enrich vocabulary not afraid or shy in front of the class and they are active in speaking activities.

Based on the research above, the writer thinks that the study is defferent from the previous one. The different is the technique which is use by the writer to improve speaking skill. In this research, the writer uses Role Play in teaching speaking at the fifth grade students in SD Brangkal 02 Gemolong Sragen. It will make clear and give enjoyable situation for the speaking teaching Role Play as the simulation to improve students creativity in speaking, to create a good relationship to their friend, and to see the student take own ship.

## **B. RESEARCH METHOD**

The research method used in this study is an action research. Action research was a way of increasing our knowledge of classroom and as a tool in teaching. The process of action research (Kemmis and Me. Tegart, (1998:10) Noted: problems, planning I, action and observation I, reflecting Second picture, revised planning, acting and observing II; and reflecting II.

**The Subject and Object of the Study.** The object of the study is speaking ability using role play of SD Negeri 02 Brangkal Gemolong Sragen. It consists of 12 students, they are 6 male and 6 female. **Setting.** The study is carried out for the fifth grade students of SD Negeri 2 Brangkal Gemolong



Sragen. It is located in Cikanan, Brangkal, Gemolong, Sragen. The writer chooses SD Negeri 2 Brangkal Gemolong Sragen as the place of the study because the writer interested in carrying out a research dealing with speaking teaching using Role Play. **Data and Data Sources.** Data of this research are the field note during the action, the interview script lesson plan and the score of pre-test and post-test. There are three sources of the data ; event, informant or respondent , and document. **Method of Collecting Data.** This research uses three kinds of method to collect the data. They are interview , observation, test. **Technique of Analyzing Data.** In analyzing the qualitative data, the writer will use qualitative research. In analyzing the data, the writer uses classroom action research It is to describe the process and the result of improving speaking skill by using Creative Task. To analyze the collected data. The writers take these following steps : Reduction of the data and Displaying the data. In analyzing data from observation, interview and test the researcher is able to draw conclusion whether Role Play can increase the students speaking skill or not

## C. UNDERLYING THEORY

### 1. Speaking Skill

#### a. Notion of Speaking Skill

The second language skill to be acquired by the students after listening was speaking. Before talking about speaking, the writer presents some definitions of speaking by some experts in the following paragraph. According to Hornby (1974:826) speaking is making use of words in ordinary voice, uttering words, knowing, and being able to use a language, expressing oneself in words, making speech. According to Chaney (1998:3) speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in variety of contexts. Speaking is crucial part of the second language learning and teaching. According to Oxford Advanced Learner's Dictionary (2003:418) speaking in making use of the words, knowing

and being able to use language arts that are most frequently used by people all over the world.

From the several definitions of the notion of speaking skill, it can be concluded the speaking skill is an ability to use the target language for several purposes. And then speaking with others is an interaction too. In other words, for carrying out speaking activities an interaction with others should be conducted. This interaction skill is for the purposes of communications.

Based on the theories above, it can be put forward that speaking is the activity or ability in uttering words or in using a language by making a speech in ordinary voice in order to express or to convey thoughts, ideas, and emotion. It means that to master the speaking ability, one must also master some other components of language acquisitions. In speaking, a speaker uses speech sounds, as the signals to convey messages.

#### **b. Elements of Speaking**

Speaking skill is a very complex skill because at least it concerns with eight elements of Language features, Pronunciation, Vocabulary, Grammar, Fluency, Intonation, Stress, Comprehension. There are many argumentation to support it. The description is as follows according to Harmer (2001: 269-271) in Setyowati (2008: 15).

##### **1) Language Features**

Furthermore, Harmer (2001: 13) states that the other element of the speaking ability is mental or social processing except the language skill for the speaker, but the rapid processing skill is also necessary, such as language processing, interaction, and information processing.

##### **2) Pronunciation**

According to Oxford Learner's dictionary pronunciation is the way in which language or word is spoken. In pronunciation, it can be separated from phonetics and phonology. Phonetics is the

study of the actual sounds of language. While phonology is the study of the sounds system of a language that is the study of how speech sounds structure and function in language (Clark& Yallop, 1995:7).

### 3) Vocabulary

Vocabulary means the appropriate diction which is used in conversation (Ardhianti, 2003:26). Without having sufficient vocabulary, someone cannot communicate effectively or express their ideas in both oral and written form.

### 4) Grammar

Grammar concerns with how to arrange a correct sentence in conversation. It is in linewith the explanation given by Heaton (1978:5) that students ability to manipulate structure to distinguish appropriate grammatical from in appropriate ones. The ability of grammar is also to learn the correct way to expertise in language both the oral and written form.

According Hopper (1987: 17) grammar is conventionally sets of rule which operate on fixed categories like nouns and verbs, specify the form of additive categories like those of case tense, etc and restrict the possible orders in which word can occur in a sentence.

### 5) Fluency

The proficiency descriptions of fluency stated by Nurgiyantoro (1987: 286) are as follow:

- a) The conversation sometimes stopped in the middle and it was disturb the communicate
- b) The conversation works slowly except the short sentence and routines conversation
- c) The conversation often seem doubtful the sentence is not complete
- d) The conversation sometimes still worked doubtful the clustering of words sometimes not accurate

- e) The conversation is fluent and smooth, but sometimes still not accurate
- f) The activity of speaking about everything fluent and smooth.

These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

#### 6) Intonation

Through intonation, people can express their feeling. Intonation is often called the melody of language since it refers to the pattern of pitch changes that we use when we speak (Avery and Enrich, 1997). While according to Nikelas (1988: 45) intonation is the changes of the voice when we were speaking.

#### 7) Stress

According to Cross (1991: 36) stress is the articulation of a syllable with greatest emphasis, or more force than others. Wolfrum (1988: 35) stated that stress refers to the relative prominence of syllable.

#### 8) Comprehension.

The researcher concludes that according to Harmer (2001: 269-271) there are eight elements of speaking skill: A language Features, Pronunciation, Vocabulary, Grammar, Fluency, Intonation, Stress, Comprehension. It is also very important to help us in speaking skill. It goals to make our partner understanding the mess.

## 2. Role Play

### a. Definition of Role Play

Harmer (2001: 275) states that in role play we add the element of giving the participants information about which they are, and what they think and feel. Role play is effective when they open-ended, so that different people have different views of what the outcome should be, and a consensus has to be reached. That way there is a dynamic

movement as the Role Play progresses, with people clearly motivated to say as much or as little as they need to achieve their aims.

According Bryne (1986: 115) the essence of role play is the instrument of participant and observers in real problem situation and desire for resolution, the role play is process to provide a live sample of human behavior that serve as a vehicle for the student to explore their feeling. Gain insight into their attitudes value and perception developing their: problem solving skill, and attitudes explore subject matter in various way.

**b. Type and Procedure in Using Role Play**

In view of the person taking an actor, according to Gillian (op cit, 13) explained that there are several type of role play. The first in the roles white correspondent to a real need in the students lives. In this category it involves such roles as doctors dealing with patience. Or salesman traveling abroad. The second type of role is the students play themselves in a variety of situation which may or may not have direct experience. The example which included in this category is a customers complaining or passengers asking for information. The third type is the type that a few students will ever experience directly.

**c. Why Use Role Play?**

It was widely agreed that learning takes place when activities were engaging and memorable (Harmer 1994: 23) advocates the use of role play for the following reasons:

- 1) It is fun and motivating
- 2) Quieter students get the chance to express themselves

In addition to these reasons, the students who will get some points travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situation could be created and students can benefit from the practice.

### **3. Technique for English Teaching**

Teaching English for young learner can use many ways for example in reading picture and play or role play etc. Many parents and administrator are familiar with statement that; play is children's work' but they still make distinction between work and play. But they still make distinction between work and play. The work is defined the structure task such as work sheets the children complete in order to learn the alphabet and numbers.

Speaking by using role- play method English learning for young learner is fun and enjoyable. Speaking can be pleasure by using combine work and picture card, students are ready and interested in seeing the written forms of language. According to Solahudin (1998: 16); speaking is combining with listening its means we are spoken from what we listen to heard to repeat it.

### **4. Steps in Teaching Speaking Ability Using Role Play for Elementary School**

In teaching speaking ability using role play for elementary school, a teacher should explain about role play first, including the meaning and the functions of it. After that the teacher can give examples about role play before they make a role play. Beside that, teacher also gives the students about gambits, grammar and vocabulary.

The step for teaching speaking using role play of SD Negeri 02 Brangkal Gemolong Sragen follows: greeting, introduction the topic, and find difficult word.

## **D. RESEARCH FINDING**

Begining the research, the writer as the teacher conducted pre observation to ward her teaching, from the observation, The writer found that the students were not active,less speaking skill ability. The writer realized that she did not involve the student activity in the teaching and learning process. In analyzing the data the writer explores anything happened during the action. It

consists of pre test the implementation of speaking using role play (cycle 1 cycle 2 ) post test and the result of teaching.

The identification of the problem is intended to get a lot of information of the field problem faced by the Fifth grade of the SD Negeri 02 Brangkal Gemolong Sragen and the English teacher. There are some steps to get such information. They are interviewing the headmaster, the students of the Fifth grade and the English teacher. Furthermore, to enrich the information, the researcher observed the teaching learning process taking place in the classroom. The researcher started collecting the data on August 1<sup>st</sup> 2011.

The first step was on August 8<sup>th</sup> 2011. The researcher met the headmaster of SD Negeri 02 Brangkal Gemolong Sragen. The researcher intended to ask permission to conduct the action research at the Fifth grade the headmaster gave permission for it. At the same time, the researcher interviewed the headmaster related to the English program. The interview with the headmaster can be found at the text of interview

In the second step, the researcher met the English teacher of SD Negeri 02 Brangkal Gemolong Sragen on August 10<sup>th</sup> 2011. The researcher intended to ask permission to conduct the research in an English class. The English teacher offered the students of the Fifth grade as the subject research. The English teacher gave a suggestion to start, search on Nov 18<sup>th</sup>. In detail, the interview between the researcher and the English teacher can be found at the text of the interview

Interviewing the English teacher was the third step in collecting more information. It was done on Nov 17 2011. Conducting the interview, the researcher asked the English teacher to give information about teaching - learning process and the used media and the problem in teaching and learning English. The researcher also asked about teacher's constrain, opinion and their hopes related to English teaching learning. The interview with the English teacher can be found on the text .

The next interview was pointed respondents at the Fifth grade. Here, the researcher chose twelve students of Fifth grade with different level. The choosing of them was based on three categories: smart, middle, and low.

Conducting the interview, the researcher gave planned questions. Practically, the planned question got improvisation at the interview. The researcher asked the respondents about constraint, opinions, and hopes related to the teaching learning process. During the pre observation, the researcher recorded and wrote down all the research members. activities and their learning process. expression while teaching can found in the text Based on the interview, the field problem can be identified.

#### **E. CONCLUSION**

Based on the observation and the interview, the writer concludes that improving speaking ability by using role – play based on the school at the fifth grade as follow. (1) From the implementation of role play, the students become more active, help each other in doing exercises, sharp their knowledge of speaking ability and solve the problem first before consulting to the teacher; (2) From the effectiveness of using role play technique in teaching speaking it can be known the result of the students in performance, working in pairs and evaluating the other students grow from the first observation till the last observation. It is proved by the increasing number of the students in doing the indicator in each cycle which had been done by the researcher and the teacher. Therefore, the role play in improving speaking ability by using role play was effective to be applied in teaching learning process. (3) The strengths of using role play. The writer can draw some conclusions about the strengths and the weakness of improving speaking ability using roe play at the fifth grade (a) The strength of teaching ability by using role – play: By improving the student’s motivation, the classroom atmosphere becomes alive and there is no boredom anymore, the students are more creative because they can do play the role play with their partner, the relationship among the students is good. (b) The weakness of teaching speaking ability using role play: the students who have lower capability in speaking are difficult in joining teaching learning process well, the activities are dominated by the students who have good capability, and the teacher should manage the time carefully because doing role – play needs much time.



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